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A PROPOSED ORIENTATION PROGRAM IN GUIDANCE AND COUNSELING  
FOR SECONDARY SCHOOL ADMINISTRATORS  
AND FACULTY MEMBERS, CRESTON, IOWA

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The Graduate Division  
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by  
Maurice L. Geist  
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## CHAPTER I

### THE PROBLEM AND PROCEDURE USED

#### I. THE PROBLEM

Statement of the problem. The purpose of this study was (1) to present a proposed orientation program in guidance and counseling for secondary school administrators and faculty members, Creston, Iowa, and (2) to develop a greater understanding of and insight into the total guidance and counseling program.

Guidance is not teaching, but is an aid and supplement to good teaching. Guidance is not separate from education, but is an essential part of the total education program.

The emphasis in the study was given to three areas:

1. Topics to be covered.
2. Methods and devices used to initiate the orientation program.
3. Duties and responsibilities of the personnel involved.

Significance of the problem. The public school teacher must continually provide answers to questions concerning his attempts to provide for the many needs of the pupils

in the classroom situation. At the present time few teachers have had formal training in the field of guidance and counseling. As Harden has written:

Will our schools remain as cold storage systems for the millions of high school youngsters in this country, or have we the imagination and courage to develop a program of education that will be meaningful for each individual?<sup>1</sup>

The problem of meeting the individual needs of the young people in our schools today is a large one. The American ideal of an education for all children is not a simple task. The problems involving theories of learning, individual differences, and pupil readiness are some of many problems in the learning process. Meeting the needs of our young people is very difficult.

Many schools still do not have a formal guidance program under way; others are working on ways of improving and expanding their present programs. To develop effective guidance programs or to expand their present programs, schools need concrete help.<sup>2</sup>

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<sup>1</sup>Edgar L. Harden, How to Organize Your Guidance Program (Chicago: Science Research Associates, 1950), p. 11.

<sup>2</sup>Henry B. McDaniel, Guidance in the Modern School (New York: The Dryden Press, 1956), p. 37.

The initiation of an orientation program may be one of the solutions to the problem of establishing effective guidance programs in schools. Teachers must have the knowledge and skills necessary to carry out the guidance functions if they are to be successful. There will be a few teachers who will have the necessary background and training, but most will have had a little training in the field. Erickson stated: "That a good school is a growing school is a maxim suggesting the need for increased emphasis on in-service training programs."<sup>1</sup>

Good guidance procedures come only when administrators, teachers, counselors, and other school personnel develop an understanding of the basic problems they face and examine solutions in a cooperative atmosphere. The quality and extent of the orientation program in guidance for all staff members will play an important role in the effectiveness of the guidance program. It should be planned so that each staff member will understand his place in the program. As Erickson and Smith have said: "Experience in the developing guidance program and training for more effective participation should occur simultaneously."<sup>2</sup>

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<sup>1</sup>Clifford E. Erickson, A Basic Text for Guidance Workers (New York: Prentice-Hall Inc., 1947), p. 400.

<sup>2</sup>Clifford E. Erickson, and Glenn E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1947), p. 235.

Realization of the need. There was a time when the pupil spent the entire day under the guidance and leadership of one teacher. The personal and intimate relationship between the pupil and the teacher was so close that the good teacher knew the pupil's problems, both personal and social. Today this procedure exists only in the elementary grades. Secondary schools have become so specialized and thus departmentalized that the teacher is primarily interested and trained in one basic subject matter field, and a few related fields, with the result that much of this personal relationship has been dissolved.

A new decade has presented new challenges to the area of guidance, as well as to the entire educational program. If the needs of students and of society are to be dealt with effectively in the future, the school must assume a leadership role. Based on the assumption that the world is becoming an increasingly complex place in which to live, cooperation and teamwork seem to have become imperative for continued survival and progress. We, as a nation, must begin to utilize our human resources to their fullest extent.

Since cooperation requires a common point of view among those working together, guidance has a major function to perform in this process. A fundamental principle of guidance and of cooperation is the respect for the dignity and worth of each individual. It seems reasonable to conclude;

therefore, that guidance and its services are in a strategic position to help coordinate the many forces which infringe on the daily lives of boys and girls.

The Honorable Lawrence G. Derthick, former Commissioner of Education of the United States and now with the National Educational Association, has pointed to guidance as a basic answer to the problem of making the best possible use of tomorrow's talent.<sup>1</sup>

Wriston has said, "If we are to have guidance, it must not be the blind leading the blindfolded, but men with vision respecting not only the stars in the heavens but also the stars in the eyes of the young."<sup>2</sup>

Congress, by means of the National Defense Education Act, Title V, Parts A and B, has asked that guidance programs assist in the identification and motivation of talented youth.

Perhaps the most extreme position is that taken by Conant, who assigned to the counselor the function of giving advice and of steering pupils in the right direction. "The function of the counselor is not to supplant the parents but supplement parental advice to a youngster."<sup>3</sup>

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<sup>1</sup>Lawrence G. Derthick, "Guidance and the Nation's Needs," The Personnel and Guidance Journal XXXVII:IV (October, 1958), 197.

<sup>2</sup>Henry M. Wriston, "The Individual in a Conformist Society," Overview (October, 1960), 49.

<sup>3</sup>James B. Conant, The American High School Today (New York: McGraw-Hill Book Co., Inc., 1959), p. 45.

An efficient and well-coordinated guidance program comes from the realization that the several services already present in the school lack the organization, unification, and understanding that would make them truly effective and worthwhile. With this thought in mind, Thompson's advice to the schools is quite pertinent.

I sometimes think our practices are better when we are dealing with children than when we are dealing with teachers. In working with a youngster, it is quite generally accepted that we must start with the youngster where he is and deal with whatever is a problem to him. In an orientation program for teachers, we must do the same thing--start where they are, recognize their problems, and work from there.<sup>1</sup>

## II. THE PROCEDURE

The study was conducted by library reading and research in order to select information which would be suitable material to incorporate into this study. The reading was done in the areas of guidance and counseling, orientation, and in-service education.

Discussions with the writer's advisor and other authorities in the field of guidance and counseling were held. Formal and informal interviews were held with county guidance supervisors. Many of those interviews were struc-

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<sup>1</sup>Ethel M. Thompson, "A Symposium," National Education Association Journal, L:IV (April, 1961), . 13.

tured, but some others were unstructured. Discussions and interviews were also held with guidance directors and counselors who have been working in schools of comparable size to the secondary schools of Creston, Iowa. Data were also secured from communication by letter to guidance workers.

The facilities of the Burton R. Jones Junior High School, the Creston Community High School, and the Creston Community College were investigated. The facilities in the above schools were found to be very favorable for the initiation and continuation of a guidance program.

The Creston Board of Education and the Superintendent of Creston Public Schools have given approval and encouragement for a proposed orientation program in guidance and counseling for secondary school administrators and faculty members.

### III. DEFINITIONS OF GUIDANCE

Interpretation of guidance. The responsibility of outlining and interpreting the functions and aims of a complete guidance program to the school staff should be assumed by the Director of Guidance. Every member of the school personnel should be well informed as to the principles and purposes of a guidance program, and be aware that the administration understands and sanctions its development.

The inclusion of every member of the school in the guidance program is in keeping with a statement made by



Reavis who stated, "In a sense, every person connected with the school, from the janitors and bus drivers to the superintendent, is in reality a guidance functionary."<sup>1</sup>

It is true that such school personnel as cooks, bus drivers and janitors do have a place in the guidance program, but they would hardly be expected to take an active part in the formal organization. Their contribution to the program would be data and information, such as personal habits of students and information about home conditions and social relations. Their part in the actual program would be incidental and casual.

The inclusion of the entire staff should be made for other reasons than just the information they can supply. They form a valuable link between the school and the community and thus assist immensely to help with public relations. If they fully realized and appreciated the value of such a program, they might be able to ward off unfavorable or unjust criticism from the uninformed public. A thorough discussion as to the definition of guidance would be of great value.

The meaning of guidance. To live in this more and more complex society, and to do a good job of it requires a

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<sup>1</sup>Wm. C. Reavis, "Outline for Education 335" The Duties of School Principals (Chicago: University of Chicago Press, 1942), 22.



great deal of personality adjustment. From the first, every one is required to make decisions. Through the help of others in making wise choices a person should be able to make further efficient decisions when left up to his own initiative. Guidance is concerned with helping the student become adjusted to his present situation and to plan his future so that he may live and make a living to the best advantage to himself and to society. According to Hamrin and Erickson the definition of guidance has been stated as:

That aspect of the educational program which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities, and social needs.<sup>1</sup>

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<sup>1</sup>S. A. Hamrin and C. E. Erickson, Guidance in the Secondary School (New York: D. Appleton-Century, 1939) p. 2.

## CHAPTER II

### THE ORIENTATION PROGRAM

#### I. TOPICS TO BE COVERED

Since communities differ from one another, school guidance services which best use the resources available in meeting the needs of local youth will differ from one another. The pattern of activities which is effective in one school system may prove relatively inadequate in another. It is, therefore, difficult to outline an orientation program guaranteed to work in all secondary school systems. Rather, it is the purpose of this study to discuss some of the guidance tools, activities, and services which should be considered fundamental to the success of the proposed program for Creston, Iowa. Through the use of these topics, school people can better develop programs tailored to local needs and resources.

Assuming that the functions of a guidance program have been fully explained to the school personnel and that all understand the definition of guidance, the next step is to organize an effective program to administer the various phases of the guidance program into one unified plan.

An effective orientation program can have many advantages to those for whom it is intended. Some of the purposes

to be served are listed here. A philosophy can be developed toward an understanding of guidance services and their relationship with the total education program. An understanding of guidance tools and techniques for the purpose of studying pupil behavior can be developed. Parent-teacher relationships can be improved. A better understanding of ways for providing the proper psychological climate for each pupil can be developed. Understanding and skill in the use of community resources can be improved. The psychological principles which will help the pupil adjust in the school situation can be acquired.

The topics which could be chosen for an orientation program are almost without limit. In order to provide a sampling of the purposes listed above and to demonstrate the use of topics, several have been selected for discussion. The sampling was influenced by the writer's desire to treat certain areas as partial preparation for a new position in a school system.

The individual inventory service. The inventory service is frequently described as the primary appraisal program of the school, with emphasis on the collection of data that accentuate the uniqueness of the individual.<sup>1</sup>

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<sup>1</sup>Raymond N. Hatch, and Buford Stefflre, Administration of Guidance Services (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958), p. 25.

The individual inventory service is concerned with collecting, recording, synthesizing and using all information regarding each individual throughout his entire school career. As the major source of pupil information in a school, it is an integral part of any guidance program. It is concerned with both general and specific information which makes possible the identification of each student as an individual, and it is therefore an indispensable tool of the guidance counselor.

There are perhaps two general times when the need to gather data about a pupil must be determined. They are: first, when the school must make any decision concerning the pupil, and, second, when the individual faced the task of making choices that may directly or indirectly affect his future. Connected with the first are such considerations as the entrance of the child into kindergarten or any other grade level, problems of promotion or retention, recommendation for any activity, or when symptoms of adjustment problems become apparent. The second emphasizes the right of each individual to have adequate data about himself and his environment so that he can make effective decisions.<sup>1</sup> Decisions made without adequate data are not fair to the pupil.

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<sup>1</sup>E. C. Roeber, G. E. Smith, and C. E. Erickson, Organization and Administration of Guidance Services (New York: McGraw-Hill Co., 1955), p. 2.

There are many desirable objectives of the present-day individual inventory service. Each school system through cooperative staff effort should determine those objectives toward which it will work. Although it would be impossible to establish objectives which fit all situations and specific cases, following are some which Silvey and others felt should be considered:

1. To acquire that information necessary for a comprehensive picture of the past experience of the individual.
2. To aid in the study and guidance of the exceptionally able as well as the handicapped individual.
3. To aid the teachers in determining the characteristics of individuals and groups of students.
4. To aid administrators in determining how well the students are achieving the accepted objectives of the school program.
5. To provide necessary data to assist the individuals in making desired adjustments.<sup>1</sup>

The value of the individual inventory service to any guidance program is dependent upon the scope, validity and uniqueness of the information it contains. It is possible that any specific bit of information about the student may at one time or another be important in the counseling process. Since it is difficult to collect and record all the

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<sup>1</sup>Wray D. Silvey and others, Organizing the Guidance Services In Secondary Schools (Lake Mills, Iowa: Graphic Publishing Co., 1960), p. 5.

information about each individual, some criteria must be established to determine that information which is to be collected. In general three kinds of information are useful: objective information; behavior patterns; and indentifying information.

Although each school will want to determine the various types of information needed, the following basic list may serve as a guide:

1. Statistical personal data
2. Home and community background
3. Personal likes, dislikes and activities
4. Health history and physical status
5. Pre-school history
6. School experiences and accomplishments
7. Social adjustments and activities
8. Emotional and personal characteristics
9. Abilities and aptitudes
10. Interests
11. Goals, ambitions and plans
12. Work experiences
13. Interview notes
14. Anecdotal records
15. Sociograms
16. Follow-up records<sup>1</sup>

Many authors have prepared comprehensive lists of specific pupil information which, if collected in a satisfactory manner, will achieve the general goals of the service. One of the more recent lists has been prepared by McDaniel. That list is included here.<sup>2</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>Henry B. McDaniel, Guidance in the Modern School (New York: The Dryden Press, 1956), pp. 187-189.

1. Personal (Identification)
  - Name
  - Date of birth
  - Evidence for verifying birthdate
  - Place of birth
  - Sex
  - Residence
2. Home and Community
  - Name of parents and guardians
  - Occupation of parents
  - Ratings on home environment
  - Birthplace of parents
  - Language spoken in home
  - Marital status of parents
  - Siblings--names, ages, education
3. Scholarship
  - School marks by years and subjects
  - Special reports on failures
  - Record of reading
  - Rank in class
  - Honors won
4. Test Scores and Ratings
  - Achievement-test scores
  - Interest-inventory results
  - Aptitude-test scores
  - Personality ratings
  - Other test scores
5. School Attendance
  - Record of schools attended, with dates
  - Days present and absent each year
6. Health
  - Height--annual and semiannual measurements
  - Weight--same
  - Hearing
  - Vision
  - Condition of teeth
  - Physical disabilities
  - Vaccination record
  - Disease record
  - Recommendations and referrals by school doctor
7. Employment
  - Part-time jobs--dates, duties, earnings
  - Summer jobs--same
  - Employer reports
  - Work-experience reports

8. Activity Records  
Athletics--team, dates  
Clubs--dates, status  
Student-body offices and activities  
Nonschool clubs and activities  
Hobbies and leisure-time activities
9. Anecdotal Records  
(Usually reported on special forms, these brief, occasional, descriptive reports of bits of behavior in specific situations may concern success or problem experiences. Incidents and events should be reported separately from opinion.)
10. Interview Notes  
Date of contact  
Reason for interview  
Interests and plans expressed  
Nature of problem discussed  
Action taken
11. Follow-up Record  
(This part of the record may contain periodic reports of employment, education, satisfactions, and problems.)

There are many methods and techniques available for obtaining the types of information desired for the inventory service. Much important data will be obtained through the regular school routine; however, it might be well to consider some of the methods which can be used to obtain the balance of the information needed. The following methods and techniques are suggested: the questionnaire, the autobiography, the anecdote, the interview, standardized tests, and sociometric devices.

Various types of record forms have been developed for use in the guidance program. The selection of the record form to be used should be made a cooperative study by the staff of the school system. If the staff has a voice in the



selection of the type or types of records to be used they will exhibit a greater interest in their maintenance and their use. Many factors must be considered in the selection of the form to be used. Silvey and others have suggested concerning the form the following:

- (1) where it is to be kept, (2) the space available, (3) the amount of clerical help available, (4) the amount of duplication involved, (5) the usability, and (6) cost.<sup>1</sup>

The folder **type** of record form is probably the most widely used and seems to meet the needs of most school systems.

The value of the individual inventory service is determined by the amount and kind of use it receives. The most complete and comprehensive collection of information is worthless if it is not used toward the betterment of the individual as well as the total school program. Thus, the individual inventory service should be made available to all authorized and qualified persons and its use should be encouraged at all times.

Data about the pupil that comprise his inventory are not common to any particular age or stage of educational development; they accumulate from birth and take on added significance as they grow in number and develop in understanding patterns. The guidance program cannot effectively serve

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<sup>1</sup>Silvey and others, op. cit., p. 6.

pupils on the basis of facts that can be accumulated about them after entering the secondary schools. It is important that the elementary schools collect data and transfer this information with each pupil as he moves from school to school.

The testing program. The testing program of every school poses two general administrative problems. The first is the question of the scope of the program, and the second, that of administering tests and recording test data. Two problems to be solved later are those of test interpretation and the dissemination of that information to teachers.<sup>1</sup> Through the initiation of the proposed orientation program in guidance and counseling, it is hoped that many of these problems will be alleviated. As all teachers become acquainted with the purposes and values of the tests given, their understanding of the complete program will be broadened.

Careful preliminary planning will do much toward eliminating objections that have been voiced against testing programs in the past. The testing program should be under the direction of a professionally qualified person, but should be developed through the cooperation of all concerned.

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<sup>1</sup>Hatch and Stefflre, op. cit., p. 187.

Longrange planning is essential to securing maximum benefits. Reliance on test results alone may be harmful but when related to a mass of other material acquired, these results may be very valuable. Tests which are used should be justified on the basis of providing the most practical means of supplying certain desired essential information. It is wise not to administer tests until there is a definite need for them and a clearly formulated plan for using the results. The tests should be introduced to supply missing information.

The purposes and values of the tests presently being administered in Creston secondary schools will be discussed through the various methods and devices to be used in the orientation program. It is of the utmost importance that the teachers become familiar with the tests now being administered as well as other tests that will furnish desired information. The most direct source of information regarding specific current tests is provided by the catalogues of test publishers and by the manual that accompanies each test. A comprehensive list of test publishers, with addresses can be found in Mental Measurements Yearbook edited by Buros.<sup>1</sup> Current catalogues and copies of Buros' Yearbook will be made available to teachers and administrators in the teacher's professional library located in the teacher's

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<sup>1</sup> Anne Anastasi, Psychological Testing (New York: The Macmillan Company, 1961), p. 41.

lounge of the Creston Community High School. Attention will be called to these publications periodically through methods and devices used in the orientation program.

The general classifications of tests administered in the Creston public school system include (1) intelligence tests, (2) achievement tests, and (3) aptitude tests. An interest inventory test is also administered.

Intelligence test scores are vital to educational planning because they are, in some measure, predictive of probable success in school and discriminate between the ablest and the least able. The Otis Quick-Scoring Mental Ability Test--Gamma is the intelligence test presently being administered in the secondary schools of Creston, Iowa. This test is popular and widely used. The test is economical, easy to administer, and easy to score. Raw scores are converted to mental age and then to a deviation intelligence quotient.

There are two aspects of the mental quality of an individual which must not be confused. One is his degree of mental ability and the other his degree of brightness. "Mental ability" refers to that innate quality which increases with age, whereas the term "brightness" refers to that constant quality which determines the rate of the mental ability of an individual and the degree of mental ability which he will eventually reach.

Mental ability is measured by the individual's score in a test. A measure of his brightness is obtained by comparing his score with that of others of his own age. One must exercise caution in using intelligence scores to determine ability or brightness because there is some difference in the form and content of the various intelligence tests.

The idea of the intelligence quotient should be discouraged. There is an intelligence quotient derived from a particular test administered at a given time under specific circumstances. A single intelligence quotient is a potentially dangerous piece of information unless its values and limitations are fully understood.

Achievement tests are used to measure educational development. The Iowa Tests of Educational Development are the achievement tests presently being administered in the secondary schools of Creston, Iowa. This test is a very good test to measure educational development and to predict academic success. The test measures the students' ability to do critical thinking, and it establishes a longitudinal type of study. The administrators and faculty members can use the test results to alter and change the curriculum to best suit the needs of the pupils. The battery of nine tests measures educational development in four major curricular areas: Social Sciences, Natural Sciences, Mathematics,

and English. Both school and student norms are provided, as well as standard scores and percentile ranks. An advantage of the Iowa Tests of Educational Development is the student profile chart. The student profile permits summary of individual test performances in graphic form. It provides useful starting points for discussion in interviews with students and parents.

Periodically, the Green-Stapp English Achievement Test is administered. The purpose of this test is to determine the strengths or weaknesses of the pupil's ability in the areas of usage, spelling, punctuation, vocabulary, and sentence structure.

Aptitude tests measure a person's ability or capacity to learn--with training--certain skills or knowledge. These tests include tests for ability to acquire skill in art, clerical work, mathematics, music, reading, and speaking a foreign language. An aptitude test cannot predict success or failure in any subject. All it can show is whether a person has the ability to succeed if he has the training and the desire.

There are four scholastic aptitude tests administered in the Creston secondary schools; however, these four tests are only administered at the request of the pupil. The College Entrance Examination Board, Preliminary Scholastic Aptitude Test is usually given in October. The purpose of this test

is to qualify to write the College Entrance Examination Board, Scholastic Aptitude Test. This test is designed to measure the scholastic aptitude of college-bound secondary school students. The results are used chiefly for guidance of juniors and seniors and for preliminary selection of candidates in a number of scholarship programs. The College Entrance Examination Board, Scholastic Aptitude Test is given each year in December, January, February, March, May, and August. The purpose of this test is to measure the scholastic ability and preparation of applicants for admission to American liberal arts and engineering colleges. The college or colleges to which the student is applying indicate which tests he should take. Scores are reported to colleges designated by the candidate and to his secondary school if requested by the school. The test results are widely used in selecting candidates for scholarship awards.

The American College Testing Program and the National Merit Scholarship Test are similar in nature to the College Entrance Examination Board Tests. The purpose of the American College Testing Program is to determine which students are capable of entering colleges and universities. Each college has its own score for accepting or rejecting students. The purpose of the National Merit Scholarship Test is to identify academically talented students. Through a series of competitive tests, these academically talented students may become eligible for various scholastic scholarships.



aids the other person to better self-understanding so that he may solve present and future problems. The primary objective is for the counselee to learn to make use of his characteristics and potentialities in a manner that is both satisfying to himself and rewarding to society. He needs to learn how to rely upon himself for the solution of his present and future difficulties.<sup>1</sup>

Early in the development of the professional field of guidance the term counseling was used as being synonymous with guidance. Since the goals, techniques, and outcomes were the same, there was little need to differentiate between the two terms. As the profession developed, it became apparent that there was a need for special competence on the part of certain guidance workers. The competence was not unique to the field of guidance; but this competence seemed to be greatly needed in the counseling process which has become known as the heart of the guidance program. Counseling has now come to be that part of the guidance program that assists an individual to self-understanding. Through this self-understanding, he learns to accept his personal and social responsibilities. The primary technique

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<sup>1</sup>E. L. Tolbert, Introduction to Counseling (New York: McGraw-Hill Book Company, Inc., 1959), p. 3.



of counseling is the interview. The interview is the face-to-face relationship between the counselor and the counselee. Assistance and supplementary aid to the interview are available through the use of other guidance techniques. The individual interview is looked upon as being the core of the total process which results in the maximum self-realization and acceptance of personal and social responsibilities.<sup>1</sup>

In guidance as elsewhere counseling has assumed new dimensions and responsibilities. In the school, for instance, counseling now is regarded as the purposeful understanding and assistance given the pupil so that he is better able to handle his own problems. Any counseling is, first of all, a process of sharing, of mutual help and consideration engaged in by two or more people. Mortensen has defined counseling as "a person-to-person process in which one person is helped by another to increase in understanding and ability to meet his problem."<sup>2</sup>

Most objectives of present-day education stress the worth and integrity of the individual student. With the

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<sup>1</sup>Raymond N. Hatch, and Buford Stefflre, Administration of Guidance Services (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958), p. 208.

<sup>2</sup>Donald G. Mortensen, and Allen M. Schmuller, Guidance in Today's Schools (New York: John Wiley & Sons, Inc., 1959), p. 301.

pattern of modern school goals, then, counseling serves both as a contributor to the improvement of educational practice and as an influence toward better individual adjustment. It is an important service not only to the students but also to the instructional and administrative staffs in that it works toward the goals of students and teachers alike.

No pattern of functions as comprehensive as those of the counseling process can be delineated in a few sentences. Following, however, are some general objectives, and it is understood that their implementation depends upon the specific interpretation of them with the local school system.

1. To provide personal aid to the student on any problem which he recognizes as vital to himself.
2. To help the student know himself better in terms of his goals, interests, aptitudes, limitations, and opportunities.
3. To help the student understand the various conditions and alternatives which exist for him in his environment.
4. To direct the student's attention to the decisions and choices which he must face and to follow this with constructive assistance.
5. To aid the student in making intelligent strides toward worth-while goals.
6. To give the student information on matters important to his success.
7. To obtain information about the student which will be of help to him in solving his problems.<sup>1</sup>

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<sup>1</sup>Wray D. Silvey and others, Organizing the Guidance Services in Secondary Schools (Lake Mills, Iowa: Graphic Publishing Co., 1960), p. 12.

Counseling services should be provided for all school pupils throughout their entire educational experiences, and should be made available even to those who have left the school. Those students who are in school should be made aware of the opportunity that is available to them for individual counseling by the qualified counselor. In order that each student realize that the opportunity exists, there should be at least one planned interview during the year for each student. Guidance personnel should remember all students will not have the need for extensive counseling services; therefore, guidance workers should concentrate their efforts upon those students who seem to have the greatest need.

Schedules should be arranged so that a trained counselor or teacher-counselor is on duty in each building at a time when students are able to make use of his services. When more than one counselor is available, it is perhaps advisable to let each student seek out the counselor of his choice.

Though counseling is a phase of the total educational process, it should be recognized as being distinct from other factors in the school program such as instruction, group guidance, pupil accounting, and administration of discipline. The primary purpose which counseling serves is to assist the individual student toward intelligent self-direction. Thus,

the individual and his needs should be the center of the counseling process.

Private, centrally located office space should be provided in each building. The extent of these facilities, of course, will vary according to the limitations of the building, but there are certain standards which can be met and thus enhance the effect of the counseling situation.

The office should be in a convenient but inconspicuous location, and furnished so as to provide a reasonably comfortable and homelike atmosphere. It should be attractive and functional, but in keeping with other comparable facilities in the building. If possible a separate room should be provided to serve as a combination waiting room, testing room, and conference room. The educational and occupational files may be housed in this room, with files made freely accessible to the students.

Whenever possible the counselor's office should be located near--but not in--the administrative offices, so that ready access to pupil accounts and records is possible. The need for adequate space cannot be overemphasized.

The administration in support of the guidance program has made available office facilities in the Burton R. Jones Junior High School, Creston Community High School, and the Creston Community College. These well-located offices are adequate and favorable for the guidance and counseling services.

A word should be said about the problems of classifying counseling points of view. It appears to be useful to discuss counseling according to the six following types or points of view:

1. Directive or trait-centered approach. Counselors who follow the directive approach believe that personality is a combination of traits. When these traits are analyzed, the counselor can see the person as a whole. The counselor must collect and correctly use all available data pertinent to the counselee. The role of the counselor remains direct, authoritative, and persuasive. Forcing conformity, changing environment, selecting needed environment, and changing attitudes are techniques the counselor employs. The directive approach is more often used for typical problems, rather than for emotional problems.

2. Client-centered or self-theory point of view.

Counselors who follow the client-centered or non-directive approach believe that the client has the potential to solve his own problems. Counselors want to motivate and activate the client so that he will use his own resources in the solution of problems. This self-actualization process is the

basis for this type of approach. The emphasis is placed upon the present information and not upon the past record of the individual. The counselor is more concerned with the client's feelings about objective facts than he is with the facts. The role of the counselor is non-directive and permissive. The client-centered approach to counseling requires more personal meetings and more time than the trait-centered approach requires. The non-directive approach is often used for problems of the emotional type.

3. Eclectic approach. Counselors who follow the eclectic approach believe that in any given counseling situation a flexible type of counseling is preferable. The eclectic approach is not a trial-and-error method, but it is a real philosophy. The method or methods are chosen and based upon the client, the problem, and the nature of the situation. A combination of procedures of other theories and many aspects of the directive and non-directive approaches are clearly visible in the eclectic approach.
4. Psychoanalytic approach. Psychoanalysis in a sense is not counseling, but rather it is therapy

for personality problems. This approach offers a process for working with clients who are seriously emotionally disturbed. The client is maladjusted to society, and the counselor must effect a change in the client's personality or behavior problems. In order to reconstruct the past, the counselor uses the case history, the technique of free association, and the technique of dream analysis. The purpose is a reconstructing of the personality, which affects the client's whole life, the way he sees himself, and his relationships with others. Because of the major changes involved, the psychoanalytic approach usually requires a considerable length of time.

5. Learning theory approach. Counselors who use the learning theory approach believe that the principles of learning are used as bases of personality formation and change. The counselor uses these principles to help the client relearn effective ways of behavior. This approach is considered to be a learning process where the results of past learnings are modified; therefore, the counselor will want to know about conditions and circumstances of prior learning. The new learning

is transferred by generalization to situations outside of counseling as it has been learned in the counseling situation.

6. Dimensions or communications approach. Counselors who use the dimensions approach deal with a wide variety of problems, play a number of different roles, and use a wide variety of techniques. This approach has a developmental as well as a remedial emphasis, as a client may be helped to develop and make full use of his potentialities as well as remedy or solve problems. This approach resembles the eclectic approach until the problem becomes clear. At that time the counselor chooses a definite method to follow in the solution of the counselee's problems.<sup>1</sup>

No matter which type of counseling the counselor employs, it is helpful to know the other existing points of view. There is no one approach that has been proved to be the best.<sup>2</sup>

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<sup>1</sup>Tolbert, op. cit., p. 13.

<sup>2</sup>Tolbert, op. cit., p. 12.



Counseling in the school is mainly concerned with the problems of normal individuals who are seeking or who stand in need of help. Too often in the past writers have tended to overemphasize the clinical aspects of counseling at the expense of its more general aspects. All pupils have problems. School counseling will, it is true, be very much concerned with the extreme cases of maladjustment, but this concern will be centralized in recognition of such cases and cooperation with the specialized help called in to treat them.

The need at present is for the improvement of counseling methods within the school, which, while not specialized in the strict sense of the term, can yet be effective in meeting everyday problems. The teacher can thus work with counseling experts to meet the needs of his pupils.

The information service. The individual in today's world finds it difficult to understand the environment in which he must live, work, and progress. Each year brings an increase in the number of factors that add to the complexity of society. Such factors as industrial specialization, invention, increased population, economic demand, and social attitudes are but a few things that make a dynamic environment for every individual.

The individual who fails to keep himself aware of the demands of his environment, may become a victim of

occupational, educational, or social frustrations. To allow the student or worker to experience feelings of frustration without the assistance of information that will lessen his tension is to reduce his effectiveness and increase his maladjustment. Every individual must be aided in understanding the ever-changing requirements of his present and future environment if his adjustment is to be satisfactory. It is for this purpose that the information service is a major part of guidance services.<sup>1</sup>

In the past this service has sometimes been called the "occupational and educational service." The title is misleading because of its extreme emphasis upon occupational information. Occupational information is not the only type of information which is essential. Pupil decisions cover the entire range of human experiences and involve every aspect of their environment. The information service must strive to meet the needs and interests of all pupils, whatever their plans may be, during and after leaving elementary and secondary schools.<sup>2</sup>

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<sup>1</sup>Raymond N. Hatch, and Buford Stefflre, Administration of Guidance Services (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958), p. 199.

<sup>2</sup>E. C. Roeber, G. E. Smith, and C. E. Erickson, Organization and Administration of Guidance Services, (New York: McGraw-Hill Book Co., 1955), p. 21.

The information service consists of three identifiable but closely interrelated phases of information. It consists of information that is not normally presented in the typical academic program. There seems to be a growing acceptance of the following titles as the major phases of the information service: (1) occupational information, (2) educational information, (3) personal-social information.

The term "service" implies more than an interpretation of information in its most literal sense. It implies that information will be obtained, housed, and presented in such a manner as to be of maximum benefit to the individuals for whom the service has been organized. Thus, the information service is concerned with sources, methods of filing, and the best techniques of interpreting information of the three major kinds.

Any service may implement an outstanding program to collect and house the information but fail to implement effective methods of presentation. A service of this kind is relatively useless and time-consuming. On the other hand, a good program of presentation is enhanced by a wealth of information in readily accessible locations. One then reaches the obvious conclusion that a good information service is a complete service, with emphasis on the techniques for presentation.

A prime consideration in the development of the information service is the selection of materials. The guidance worker may choose from a wide offering, but he must also consider a balance of materials to insure scope and depth of information. The many brochures, books, outlines, charts, filmstrips, films, and related types of information must be selected and then carefully integrated into the total guidance program, if they are to be of maximum benefit.

Much of the prepared information contains aspects of all three of the major phases of the service. One brochure may be primarily devoted to a discussion of a given occupation, yet contain suggestions for training opportunities related to the occupation. It is almost impossible to find information that is totally oriented to one phase of information. This may be quite desirable since the phases are so closely interrelated.

Private publishers, educational institutions, governmental agencies, trade associations, and many other groups and organizations prepare free and inexpensive material that may be used in the information service. For purposes of presentation the typical kinds of prepared information are listed under each of the three major phases:

Occupational

1. Occupational abstracts, briefs, guides, or monographs.
2. Books describing one or more occupations in detail.
3. Wall charts.
4. Filmstrips.

5. Films.
6. Periodicals.

#### Educational

1. College and university catalogues.
2. Various directories of institutions of higher education.
3. Summaries of scholarships and loans.
4. Directories of private schools.
5. Directories of technical schools.
6. Films.
7. Wall charts.
8. Booklets with study-habit suggestions.

#### Personal-Social

1. Booklets designed to help student understand self and others.
2. Workbooks with reading guides.
3. Films.
4. Wall charts.
5. Brochures with suggestions for good grooming.
6. Variety of material on personal hygiene.<sup>1</sup>

The information service should make clear to students that there are various reasons why the choice of an occupation is important. Five of these reasons are: (1) the choice of an occupation may determine whether one will be employed or unemployed, (2) the choice of an occupation may determine success or failure, (3) the choice of an occupation may determine whether a person will enjoy or detest his work, (4) the choice of an occupation influences almost every other aspect of life, (5) and the occupational choices determine how a democratic society will utilize its manpower.<sup>2</sup>

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<sup>1</sup>Hatch and Stefflre, op. cit., p. 201.

<sup>2</sup>Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, Inc., 1957), pp.1-3.

One of the most important responsibilities of a school which is developing an over-all guidance program is the provision of an adequate occupational information library. To develop such a library of occupational information, it is necessary for the librarian and the counselors to work together in securing and purchasing materials. An important phase in developing an adequate library is establishing a classifying and filing system which is easy for the students to understand and use.

The placement service. The placement service is that group of activities which provides the "follow-through" to the pupil's realistic planning. Placement activities should exist at all grade levels and serve the unique needs of all pupils.<sup>1</sup>

Placement services assist pupils in such post-school activities as selection of an appropriate occupation, educational institution, and part-time employment.<sup>2</sup>

Whether a student leaves school by graduation or whether he leaves by dropping out, placing the student in the next training institution is an important part of the

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<sup>1</sup>Roeber, Smith, and Erickson, loc. cit.

<sup>2</sup>Hatch and Stefflre, op. cit., pp. 222-223.

guidance service.<sup>1</sup>

Young people need help in securing employment. Although these young people can receive aid from government or private placement bureaus, the logical and most important source of placement help would seem to be the school with its intimate knowledge of the students and of his aims and goals. This unique advantage inherent in the school guidance program makes it possible for the guidance counselor to place students according to their interests, abilities, and personal history.

The functions of a well-organized placement service should include a variety of services. Students and graduates who wish part-time or full-time employment should be assisted. Potential drop-outs who need guidance should be discovered. Assistance should be given drop-outs who need help in making the transition from school to occupational employment. Aid should be given students who are interested in continuing their educational studies. Services should be made available at all educational levels. Educational and occupational information should be made available to graduates and others who have been employed but who desire a change.

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<sup>1</sup>Clifford P. Froehlich, Guidance Services in Schools (New York: McGraw-Hill Book Company, Inc., 1958), p. 17.

The organization of the placement service will depend upon the size and nature of the community and school, the placement needs of the students, and the existence of other formal and informal placement agencies or activities. The internal organization of the school placement may follow any organizational plan and still cooperate with the United States Employment Agency.

The placement process involves three phases of activity: (1) preparation, (2) placement, and (3) follow-up.

Preparation for placement includes the orientation of students and faculty regarding the activities of the placement service and the gathering of material to establish student needs and job opportunities.

Placement concerns itself with gathering data pertaining to each individual applicant, with evaluating available job opportunities in relation to the applicant's qualifications and desires, and with interviewing applicants prior to making a job referral.

The follow-up for placement is to determine the relative success of each individual referral. By questioning employee and employer, information pertinent to both the job and the applicant can be evaluated to provide for more effective placement in the future.

To discover and give guidance to students who plan



to leave school before graduation and to aid those who have already left school is one of the most vital functions of the placement service. The number of drop-outs over the nation is staggering and often their successful adjustment to employment and life situations is difficult. Most students drop out of school at a time of change when important adjustments must be made. This can be at any transition point in their education program.

The difficulties which cause students to drop school may be found or observed early in their educational development. If teachers are aware of these difficulties, the potential drop-out may be guided towards the completion of his education. Through studies made from school records, interviews, and follow-up procedures, the improvement of the curriculum to meet the needs of these students can be brought about.

The follow-up service. The follow-up service is that part of the guidance program which helps to determine whether the educational program and the guidance services are meeting the needs of the individual pupil.<sup>1</sup>

By means of a continuing follow-up of former students, the educator learns their problems, successes, and failures. Most important he obtains their suggestions for improvement.

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<sup>1</sup>Roeber, Smith and Erickson, loc. cit.

The follow-up studies must be made at regular intervals. Thus, the follow-up service is a yardstick by which the school program is measured from year to year. One specific survey does not constitute a follow-up service.<sup>1</sup>

Organizational plans of the follow-up should consider what groups of individuals will be studied, how often studies will be made, and what procedure will be followed. It is important to plan activities and to enlist the aid of those persons who are competent and capable of carrying out the program.

The typical follow-up technique employs one or more of the following techniques: interview, postcard survey, or questionnaire. Each approach has certain advantages and disadvantages. The interview results in the most valid information, but it is time-consuming and expensive. The postcard survey is inexpensive and easy to conduct, but the results are extremely limited. The questionnaire accomplishes some of the objectives of the other techniques and it overcomes, in part, the limitations of the other approaches.

Many important results may be obtained from a follow-up study. The study may benefit not only the graduate or drop-out, but it may also be of great value in clarifying present objectives. A follow-up study also provides much information that can be utilized in future programs. A sense of

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<sup>1</sup> Hatch and Stefflre, op. cit., p. 226.

satisfaction is also gained by the former student who knows that his school is still interested in his whereabouts and progress. Good school-community relations seem to grow out of this interest.<sup>1</sup>

Other topics that could be chosen for an orientation program include study problems, behavior problems, child study techniques, child development, the learning process, theories of learning, individual differences, out-of-school services, scholarship programs, parent-teacher conferences, effects of home and environment, referrals, and grouping of students.

## II. METHODS AND DEVICES USED TO INITIATE THE ORIENTATION PROGRAM

The methods used for conducting the orientation programs are many and varied. Due to this large selection it is possible to select these methods which best meet the needs and interests of the personnel in the local school system. Some of the possible different methods are presented here for consideration.

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<sup>1</sup>Donald G. Mortensen, and Allen M. Schmuller, Guidance in Today's Schools (New York: John Willey & Sons, Inc., 1959), p. 365.

Faculty meetings. The faculty meeting has been widely used as an orientation device, but the widespread use of this device gives no indication of its effectiveness.

Cook and Full surveyed faculty meetings in West Virginia schools. They established five standards which faculty meetings should meet: (1) be concerned with teachers' professional needs and focused on problems in the immediate school environment; (2) the faculty meetings must be concerned with broad developments and provide for professional needs of teachers; (3) be well planned; (4) growth results only if teachers have been carefully prepared; and (5) teachers should be encouraged to participate.<sup>1</sup>

Froehlich listed some principles of the orientation program:

First, secure the interest of the teachers in the meeting. Second, prepare the teachers for the experience you would like them to have. Third, take into account the factor of fatigue. Fourth, give the teacher an opportunity to participate. Fifth, be sure the meeting deals with problems of concern to the faculty.<sup>2</sup>

Faculty meetings to be of value should be planned. The teachers should be allowed to plan the year's program, each meeting should follow a time schedule, and have a teacher as chairman. The meeting should not be burdened with routine announcements. It should be held on school time and an accurate record should be kept for later distribution to teachers.<sup>3</sup>

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<sup>1</sup>Froehlich, op. cit., pp. 271-272.

<sup>2</sup>Ibid., p. 272.

<sup>3</sup>Clifford P. Froehlich, Guidance Services in Schools (New York: McGraw-Hill Book Company, Inc., 1950), p. 262.

Although the faculty meeting generally should not be a case conference on a particular pupil, it contributes to the knowledge and understanding of individual pupil behavior. The meeting should be concerned with the teacher's professional needs and focused on problems in the immediate school environment.<sup>1</sup>

Faculty meetings may be used for reports from staff members that are based on their reading, visits, and thinking, and that deal with aspects of the guidance services. The purpose is to broaden the horizons of the staff so that better recommendations may eventually be forthcoming. By knowing what is being done elsewhere, faculty members are often in a good position to fashion programs that might be successful in their schools.

Faculty meetings are used for general discussions and for reviewing and adopting over-all plans.<sup>2</sup> Effective meetings encourage friendly conversation and cordial relationships among teachers, administrators, and special guidance workers.<sup>3</sup>

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<sup>1</sup>Roy D. Wiley, and Dean C. Andrew, Modern Methods and Techniques in Guidance (New York: Harper and Brothers, 1955), p. 105.

<sup>2</sup>Froehlich, (1958), op. cit., p. 214.

<sup>3</sup>Wiley and Andrew, loc. cit.

Staff members who come in contact with certain grade levels may be brought together on occasion for the purpose of exchanging data concerning a given level. From this sharing of information may come a concentrated effort on the most frequently mentioned problems as well as developing awareness of potential problems. It is desirable to develop not only the weaknesses but also the strengths of any given group.<sup>1</sup>

Departmental meetings may be held for the purpose of studying ways and means to implement the guidance program. Vocational implications for the various subjects may be the best consideration to be developed from these meetings.<sup>2</sup>

Six planned faculty meetings will be held for teachers and administrators of the secondary schools, Creston, Iowa. The guidance meetings are scheduled for 3:30 p.m. on the second Wednesday during the months of September, October, November, January, February, and April. Topics to be discussed will be selected by the teachers' committees. During the first year of the orientation program, the guidance director will be responsible for choosing those topics.

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<sup>1</sup>Clifford E. Erickson, A Basic Text for Guidance Workers (New York: Prentice-Hall, Inc., 1947), p. 404.

<sup>2</sup>Ibid., p. 403.

The guidance director will serve as the moderator for the faculty meetings.

Teachers' manuals. A teachers' manual may serve as a general orientation to the school's program or it may deal exclusively with guidance work. The manual which covers the many phases of the school's program presents the guidance program as an integral part of the school; and all the materials are in one place, making it easier for teachers to use them. The manual devoted exclusively to guidance work is a separate document and tends to highlight the guidance services and is easier to revise than an extensive one.<sup>1</sup>

The manual devoted to guidance work may deal with the guidance program organization, where teachers may get information about pupils, referral procedures, testing programs, student activities, in-service training plans, homeroom plans, assemblies, and faculty social activities.

It is not enough to distribute manuals to teachers. Plans must be made to get the teachers to read them and to use the information. Best results will be obtained if the

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<sup>1</sup>Willey and Andrew, op. cit., p. 460.

teachers can be persuaded to use the manual rather than required to use it.<sup>1</sup>

Guidance personnel in the secondary schools of Creston, Iowa will cooperatively plan and write a manual for teachers and administrators which will deal exclusively with the guidance program. This manual will explain in detail the functions and values of the guidance services. It is intended that this manual will be so concise, and will be so convenient to use that the manual will encourage teacher interest. All school personnel will receive this manual at the beginning of the school year.

Teachers' committees. Participation on committees aids the teacher to gain information from colleagues about the guidance program in general and about the student body and particular pupils.<sup>2</sup> Committees concerned with improving school-guidance procedures are valuable if developed properly.

Faculty members should be encouraged to elect committees to carry on significant studies relating to school problems. Some teachers may conduct follow-up studies of drop-

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<sup>1</sup>Froehlich (1950), op. cit., pp. 273-274.

<sup>2</sup>Willey and Andrew, op. cit., p. 459.



outs, others may concern themselves with the number participating in co-curricular activities, and still others may attack the problems of failures. There is always a need for a school to study enrollment procedures, and to encourage groups interested in perfecting the schedule of recitations.

The basis of all guidance--and all good teaching--is an understanding of the interests, aptitudes, background, problems, and needs of each pupil. Surveys should be initiated to reveal the nature of pupil problems, interests, and needs. Surveying graduates and drop-outs aids in determining the guidance program's effects upon pupils. Another valuable device is the organization of teachers into groups to study recent educational research bearing on the problems of the school. Many studies are currently being reported in books, periodicals, theses, and other media.

Roeber, Smith and Erickson suggested methods which have been proved successful in planning for guidance services:

- (1) All members of the staff may participate in committees which study various aspects of the guidance services and after deciding upon desirable changes make recommendations to their administrative officers;
- (2) a single small committee of staff members under the leadership of the principal makes recommendation for future organizational steps to the staff as a whole;
- and (3) employing one or the other of the above plans.<sup>1</sup>

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<sup>1</sup>E. C. Roeber, G. E. Smith, and C. E. Erickson, Organization and Administration of Guidance Services, (New York: McGraw-Hill Book Company, 1955), p. 269.

Lines of communication are necessary between any committee and other staff members. Differences of opinion must be discussed and brought into the open. Staff members should not be allowed to develop attitudes of suspicion because of ignorance of decisions, plans, or functions.

At the April faculty meeting each year the secondary school members will elect six teachers and one administrator to function as a guidance committee for the following year. This committee will aid the guidance personnel to carry on the functions of the guidance program. The guidance committee will meet once a month for the purpose of discussing problems that concern guidance activities. The time of this meeting will be formulated by the committee members. From the discussions at these meetings, topics will be chosen for the faculty meetings. The guidance director will act as an ex-officio member of this committee.

Memorandums from counselor. One of the principal objections to teachers' manuals is their bulk. Their size is a deterrent to their use by teachers. Teachers postpone reading them until they feel they have sufficient time. Further objections to comprehensive teachers' manuals are based on the high cost of publications, the extensive time required to prepare the manuscript, and the difficulty

in keeping it current without undue expense. Because of these objections, some schools rely upon teachers' guidance bulletins or memorandums from the counselor.<sup>1</sup>

The memorandums are a convenient method of making announcements and handling administrative matters, but their most important use is to furnish teachers with suggestions for improving their counseling ability.<sup>2</sup>

Memorandums are read more widely than teachers' manuals; they are easily prepared and inexpensively distributed; they are up-to-date and adaptable to new ideas as these are developed.<sup>3</sup>

Memorandums may be used to inform teachers of vocational data, to present services of the guidance program for pupils, to call attention to information which teachers can transmit, and to present valuable materials for instruction.<sup>4</sup> The memorandum from the counselor may include interest-catching announcements of books in the teachers

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<sup>1</sup>Frøehlich (1958), op. cit., p. 275.

<sup>2</sup>Ibid., p. 214.

<sup>3</sup>Willey and Andrew, op. cit., p. 460.

<sup>4</sup>Ibid.

professional library.<sup>1</sup>

The use and productions of memorandums on various aspects of guidance are frequently a broadening experience for teachers. The teachers can be informed concerning relevant research and promising practices in a form that is usable to the staff and will increase their understanding of the guidance services.<sup>2</sup>

The guidance personnel will be responsible for the memorandums sent to the faculty members and administrators. These memorandums will be prepared and distributed as the need arises. A special guidance memorandum form will be used.

Teachers' professional library. The teachers' professional library is one of the important methods used in the orientation program. An adequate library of professional books and periodicals can contribute much to the success of an orientation program. Those charged with the administration of the orientation program will do well to concentrate on the establishment of a minimum library.<sup>3</sup>

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<sup>1</sup>Froehlich (1958), op. cit., pp. 278-279.

<sup>2</sup>Hatch and Stefflre, op. cit., p. 319.

<sup>3</sup>Froehlich (1958), op. cit., p. 279.

The library should be centrally located or easily accessible. It would seem altogether reasonable for the superintendent and principal to establish a reading room. Attractive, comfortable reading centers for the staff either in the library or in the lounge are one way of motivating teachers to read materials.<sup>1</sup> Locating the library in an administrators office is a poor choice.

The teachers' professional library should contain publications of interest to all school personnel. The value of a professional library does not lie in the mere possession of the publications. They must be read. The faculty members should be informed about new materials that have been added to the library. Attention can be called to guidance publications through the use of memorandums from the counselor.<sup>2</sup>

The selection of materials should not be left to the superintendent and principal alone. The staff should be allowed to participate actively in deciding what material is to be purchased.<sup>3</sup>

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<sup>1</sup>"Occupations," The Vocational Journal, XXX:CXCVIII (October-May, 1951-1952), p. 15.

<sup>2</sup>Froehlich (1950), op. cit., p. 263.

<sup>3</sup>Erickson, op. cit., p. 405.

State supervisors of guidance services can be consulted for recommendations regarding books to be purchased as well as state and national guidance organizations.

Financing the purchase of books is ordinarily not an insurmountable problem even if the school's budget does not provide for it. The local Parent-Teacher Association, professional organizations, and service clubs might be interested in establishing and maintaining a teachers' professional library.<sup>1</sup>

The teachers' professional library is located in the teachers' lounge of the Creston Community High School. There will be a section reserved for materials pertaining to guidance and counseling services. It will be the responsibility of guidance personnel and the teachers' guidance committee to recommend materials to be placed in this library.

Experts. Consultancy services are needed in many school situations to stimulate teachers to develop the guidance point of view. The very term "guidance" has come into the literature only within the past thirty years, and there constantly appear new developments about which teachers are

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<sup>1</sup>Froehlich (1950), op. cit., p. 279.

not likely to learn through their own efforts. To secure the services of outstanding people in this field is to take an important step toward assuring the success of the orientation program. It is advisable to bring these services to the school at School Board expense, rather than acquire them free of charge. Persons seem to get more from services rendered when they have to pay for them and the consultancy group may devote more time and energy to an intensive program when there is a fee for their services.<sup>1</sup> It is not implied that such a program should be a money-making affair for any person or institution. Erickson has stated that "it should be a service proposition on a business basis."<sup>2</sup>

A qualified counselor may be called to demonstrate the selected guidance activities in existence in the local school, utilizing local records, information, materials, and local pupils.

The guidance program should utilize every available opportunity for using the services of the state guidance personnel and counselor-trainers in promoting and developing orientation programs. Other guidance specialists can be

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<sup>1</sup>Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1947), p. 216.

<sup>2</sup>Erickson, op. cit., p. 407.

utilized to work with the teachers on specific individual or community problems. It is the wise guidance director who is willing and eager to use professional services from organizations and institutions. The most efficient guidance worker should realize that he can always learn from the experts in the field.

Talks by guidance specialists, followed by discussions may prove helpful. Some of the objectives of such a group meeting could be to clarify the meaning of guidance; to point out that much is already being done in business, industry, and the armed forces; to describe activities in other schools; to overcome fears of inadequacy; and to point out the joint responsibilities of home and school.<sup>1</sup>

Experts in guidance and counseling will be invited to participate in Creston's pre-school workshop. The experts will be secured from the Iowa State Department of Public Instruction and various colleges or universities. The Creston Board of Education will pay any expenses incurred for these consultancy services. Consultants may be invited to Creston during the year to aid and help with special problems in guidance and counseling.

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<sup>1</sup>Erickson, op. cit., pp. 405-406.



Workshops. Frequently an orientation program centers around a workshop. A practice which is gaining favor is that of holding a workshop during the week preceding the opening of the school term for which the teachers receive additional salary.<sup>1</sup>

The workshop may be an informal organization within a city using a local teacher or counselor as a resource person or the workshop may involve connection with a college or university so that credit might be recorded for promotion on the salary schedule or toward a degree.<sup>2</sup>

The workshop is based upon well-known principles of learning. The success of the workshop is very dependent upon the interest and effort of those taking part in the program. The subject of the workshop should be determined by local problems, needs, and interests.<sup>3</sup>

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<sup>1</sup>Froehlich (1958), op. cit., pp. 216-217.

<sup>2</sup>Paul B. Jacobson, William C. Reavis, and James D. Logsdon, The Effective School Principal (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1954), p. 109.

<sup>3</sup>Erickson, op. cit., p. 417.

Workshops can be held for teachers at a one-grade level or in a single school, or it may include all teachers in the system. The flexibility of the workshop is particularly useful for orientation during the regular school or the summer. The workshop may be organized to cover several hours, one or two days, a week, or once a month.

Although the leader of the workshop is usually a member of the local staff, consultants are usually called in to locate material they need and to test the conclusion or plans they formulate. Many colleges and universities make regular faculty members available as consultants for small fees. Most states provide a state supervisor of guidance services for consultant services. Since services obtained from his office are free, even schools with limited budgets can have expert consultation.<sup>1</sup>

The attendance of all school personnel at a three-day workshop which is held at the beginning of the school year is a requirement of the Creston Public Schools. This workshop is an orientation program for new teachers and an in-service training program for those teachers returning to the system. Permission has been secured from the Superintendent of the Creston Public Schools to use one morning session for in-service education in guidance and counseling.

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<sup>1</sup>Froehlich (1958), op. cit., p. 270.

Experts and consultants will be brought to Creston to aid in this workshop program.

Individual teacher-counselor conference. The case conference is a conference devoted to the intensive study of an individual pupil. It has as its purpose the gaining of an understanding of the pupil in order to make recommendations which will bring about better adjustment for him.<sup>1</sup> In addition to fulfilling this purpose, it can be an effective medium of orientation.

The case conference is based on the principle that guidance is a shared responsibility of all faculty members concerned with the optimum development of each pupil.<sup>2</sup> The experience should result in teacher growth in the understanding of guidance problems and increased likelihood of worthwhile recommendations for the improvement of guidance services.<sup>3</sup>

The case study approach has innumerable variations. The case study is found more interesting and meaningful when case study instruments are used which include exercises designed to help the user to appraise his understanding of

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<sup>1</sup>Ibid., p. 273.

<sup>2</sup>Edgar L. Harden, How to Organize Your Guidance Program (Chicago: Science Research Associates, 1950), p. 12.

<sup>3</sup>Hatch and Stefflre, op. cit., p. 317.

human development and to evaluate his skills in diagnosis and prognosis.<sup>1</sup>

Most counselors seem to prefer their own outlines; however, most outlines have many points in common.<sup>2</sup> The outline permits the presentation of major facts about the pupil and his environment in an orderly fashion. For orientation purposes, the opportunity for the less skilled to have his ideas evaluated by the more skilled members of the group, makes the case conference a desirable procedure.<sup>3</sup>

Hatch and Stefflre stated the following ideas concerning case conferences.

Leadership in case conferences will best come from the counselor or someone else on the staff with special training in the preparation of case studies which are a prerequisite to the case conference itself. Participants in the conference will include teachers who are in contact with the pupil, as well as administrators and other specialized personnel.<sup>4</sup>

The case conference is based upon the assumption that the mutual pooling of information by staff members will con-

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<sup>1</sup>Jane Warters, Techniques of Counseling (New York: McGraw-Hill Book Company, Inc., 1954), pp. 289-290.

<sup>2</sup>Froehlich (1958), op. cit., p. 279.

<sup>3</sup>Froehlich (1958), op. cit., p. 273.

<sup>4</sup>Hatch and Stefflre, op. cit., p. 317.

tribute to understanding a given pupil's behavior and also to help lay plans for a psychological climate adapted to his needs. From the teacher-counselor conference, numerous ideas about an individual can very often be combined to further the understanding of that individual. The teacher-counselor conference provides a base for suggested improvement, and it raises the professional level of the staff which should result in better guidance and counseling action.

The case conference utilizes the observations and understandings of all staff members in the study of the whole pupil. These observations may cover such topics as physical condition, study skills and habits, attitude toward subjects, abilities, achievement, interests, personality characteristics, attitude toward work, and home neighborhoods.

Usually these conferences will center on the study of a pupil who is causing some concern to one or more teachers because of his failure to learn, his classroom behavior, or his inability to establish and maintain social relationships with peers. Conferences may include a short conference on a specific problem, a conference series planned to cover a specific guidance activity, or a conference on related areas, such as curriculum planning.

The counselor and the pupil's advisor collect information about such factors as home conditions, school marks, and

test results. The test results would be placed on a blackboard or chalkboard. All personnel interested and responsible for working with the youngster would meet with the counselor.<sup>1</sup>

At the beginning of the conference, the person in charge would review the information available on the pupil. The visiting teacher and nurse report additional facts. The other members of the conference add what information they have. The counselor's function is to aid teachers in understanding the pupil.

Once the conference has gone beyond the listing of symptoms and has identified the causes of behavior, conference members are ready to consider ways the pupil might be helped to make a better adjustment.<sup>2</sup>

The case studies may be training sessions and attempts are made to select a different type of problem each time and to restate cases so as to include periodic participation of all faculty members.<sup>3</sup>

The experience of the case conference has many values. The staff can be shown the value of the individual inventory service, how its service helps teachers understand children

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<sup>1</sup>Harden, loc. cit.

<sup>2</sup>Froehlich (1958), op. cit., p. 279.

<sup>3</sup>Harden, op. cit., p. 12.

and thus help them to perform their job of teaching better. The case conference can highlight the importance of a better information service, a placement service, or a counseling service. The great value of case conferences is that they tend to be followed by increased recognition of the value of guidance services, increased acceptance of the staff-wide nature of guidance responsibilities, and increased insights into both the need for improvement and the possibility of improvement of the guidance services.<sup>1</sup>

The administrators and faculty members of the Creston Secondary schools will be informed about the purposes and values of the teacher-counselor conferences. The teachers will be assured that guidance personnel will be available for case conferences; and that the guidance personnel will welcome the opportunity to aid the individual. Other methods and devices used in the orientation program will be used to assure the faculty members that the counselor is interested in helping to solve all problems pertaining to the Creston secondary schools.

Local, county, state, and national meetings. Travel budgets should be set up so that interested teachers can

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<sup>1</sup>Hatch and Stefflre, op. cit., p. 318.

attend national meetings of general educational organizations and such specialized ones as the National Vocational Guidance Association and the American Personnel and Guidance Association.<sup>1</sup>

Frequently meetings at the county, state, and regional levels are held which deal the guidance services. The local school administration should be encouraged to send representatives to such meetings.

The secondary schools of Creston, Iowa will be represented at the National guidance meetings by one professionally qualified person presently working in the area of guidance and counseling. These faculty members working full or part time in the area of guidance and counseling will attend local, county, district, and state meetings pertaining to guidance and counseling activities. One member of the teachers' guidance committee will act as a delegate to these local, county, district, and state meetings.

Faculty members attending these various meetings will relay important information to the secondary school personnel of Creston through various methods and devices available. The Creston Board of Education will allow expenses for attendance to the above mentioned meetings.

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<sup>1</sup>Harden, op. cit., p. 12.



Evaluation. Evaluation as an instrument of progress is as important for the guidance worker as for the pupil.<sup>1</sup> One of the best ways for a faculty to become oriented to guidance and to have a basis for improving guidance services is by evaluating present practices. This is true regardless of the adequacy of the program. Evaluation can serve the dual purpose of finding strengths and weaknesses, and of clarifying the functions and purposes for the entire faculty.<sup>2</sup> The orientation program in guidance must be constantly evaluated, for only through evaluation can it be determined whether or not the program is meeting the needs of the school.<sup>3</sup> The ultimate criterion of a program's success is whether or not the training has improved guidance services in the school.

No single means of evaluating the orientation program is recommended. The best test of the orientation program is the improvement of the services in which training was given.

Few educators can find time for elaborate research investigations, but there are many informal and less exacting

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<sup>1</sup>Margaret E. Bennett, Guidance in Groups (New York: McGraw-Hill Book Company, Inc., 1955), p. 314.

<sup>2</sup>Erickson, op. cit., p. 280.

<sup>3</sup>Freehlich (1950), op. cit., p. 280.

and time consuming methods that can be used profitably by everyone. Unbiased and truthful estimates by members of a group pertaining to the values of the different phases of their work can give invaluable information to a group leader. Pupil questionnaires regarding the effectiveness of the guidance services, although not very complete, are one of the simplest methods. Teacher evaluation of her classroom activities can lead to areas which may improve her efficiency. The school can evaluate its guidance program in terms of its holding power, reduction of anti-social behavior, improved morale, reduction in course changes, better vocational planning, and increased pupil success.<sup>1</sup>

Evaluation should result in organized findings which should be published so that they may benefit the public, students and staff. Data in isolation have little meaning unless proper relationships of information have been made.

The particular standard for any given evaluation should be judged on the basis of local needs by the guidance committees, school administrators, counselor, and other staff members. It must be remembered that the quality of the project is of greater importance than the size.<sup>2</sup>

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<sup>1</sup>Erickson, op. cit., pp. 429-430.

<sup>2</sup>Roeber, Smith, and Erickson, op. cit., p. 280.

Any new educational service is expected to produce desirable effects upon pupil adjustments and unless the guidance workers can demonstrate their worth, they might find themselves at a great disadvantage as a result of unsatisfactory public opinion.<sup>1</sup>

Many times studies do not have a direct value toward guidance. Guidance and counseling are intricate and complex processes; therefore, the results are often intangible, long-delayed, and difficult to isolate.<sup>2</sup>

Participation by the staff in research that is designed to evaluate the present program, or test the force of suggested changes, will do much to broaden the horizon of the staff and acquaint them with the problems of the guidance services as well as stimulate them to see the possibilities of improvements. A further purpose of evaluation lies in the responsibility that educators have of reporting the status of the schools to the community. Strengths and weaknesses of the schools can be provided through the use of evaluation. It identifies areas where improvements are needed and where additional support must be supplied.<sup>3</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>Willey and Andrew, op. cit., p. 630.

<sup>3</sup>Hatch and Stefflre, op. cit., p. 254.

Other methods and devices that could be used to initiate the orientation program include student handbooks, parent handbooks, panel discussions, pre-school orientation for parents and students, and Parent Teacher Association meetings.

Faculty members of the Creston secondary schools will be encouraged to evaluate the orientation program in guidance and counseling as well as the guidance program itself. The orientation program and guidance services will be altered to better serve the educational needs of the students through suggestions obtained from conscientious evaluation. Changes will be affected by decisions made jointly by guidance personnel and the teachers' guidance committee. Guidance personnel will cooperate in research projects and evaluation which would be valuable to school personnel, students, and parents.

### III. DUTIES AND RESPONSIBILITIES OF THE PERSONNEL INVOLVED

Although much of the responsibility for conducting the orientation program belongs to the counselor, other members of the school staff have certain responsibilities which might well be assigned to them. Here the roles of the administrator, the counselor, the teachers, the teacher-counselor, the librarian, and the health service personnel are discussed.

Role of the administrator. The role of the school administrator in the guidance program has been described by many different authorities. A list of responsibilities of the administrator in the guidance program may be adequate. However, a list of general responsibilities will be interpreted in many different ways by different individuals and result in divergent roles for the administrator.

Humphreys and Traxler listed the following points to identify the role of the administrator:

1. He helps the rest of the staff concentrate on pupil problems, needs, and characteristics.
2. He leads the action for improvement of the guidance services.
3. He helps the staff understand the "shared responsibility" of all for pupil growth.
4. He helps to define organization, staff operations, and job descriptions.
5. He provides time, scheduling, and facilities so staff members can work more effectively.
6. He helps define the guidance services for the school and the community.
7. He provides in-service training facilities for the staff to acquire skill and security.
8. He provides the program with competent counselors and teachers.<sup>1</sup>

The leadership implied for the administrator is necessary for the existence of the program. Such leadership helps provide the goals of the guidance program and facilitates a true emotional acceptance of the total guidance process. The effectiveness of the guidance program

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<sup>1</sup>J. Anthony Humphreys and Arthur E. Traxler, Guidance Services (Chicago: Science Research Associates, 1954), p. 402.

is equivalent to the effectiveness of the administrative leadership.<sup>1</sup>

Many times the administrator delegates various duties to other faculty members. People such as the superintendent, principal, vice-principal, dean of boys, or dean of girls aid with the administrative tasks of the school. Administrative procedures necessarily vary from school to school depending upon the size and type of school organization.<sup>2</sup>

The principal of any school is usually held responsible for that school's educational program. The school's educational practices will directly reflect the principal's leadership. The superintendent provides over-all leadership which is less observable.<sup>3</sup>

Functions of the secondary school principal and functions of the elementary school principal are quite similar with one exception. Because most elementary schools do not have the use of an elementary school counselor the elementary school principal frequently has to serve in this capacity or as consultant to the teachers in their handling

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<sup>1</sup>Hatch and Stefflre, op. cit., p. 147.

<sup>2</sup>Roy D. Willey, and Dean C. Andrew, Modern Methods and Techniques in Guidance (New York: Harper and Brother, 1955), p. 35.

<sup>3</sup>E. C. Roeber, G. E. Smith, and C. E. Erickson, Organization and Administration of Guidance Services, (New York: McGraw-Hill Book Co., 1955), p. 29.

of child adjustment problems. Sometimes a teacher may serve in a consulting capacity.

The single most important decision that the administrator must make in developing the guidance program lies in the selection of staff members who are to carry out its major activities. The alert administrator recognizes that there are wide gaps in the abilities, backgrounds, interests, and potentialities of the members of his staff. He will have to begin with their present achievements and help them develop in the directions both he and they feel they should take.<sup>1</sup>

It is the responsibility of the administrator to plan a definite program of in-service training for all persons who are to participate in the activities of the guidance program. The program should start at the point marked by least development in terms of teacher training and guidance facilities in the school. It is better to begin with too few activities than with too many.<sup>2</sup>

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<sup>1</sup>Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1947), p. 209.

<sup>2</sup>Ibid.

The administrator must anticipate that staff members may raise some objections to the suggestion that the school improve its guidance program. Although interested teachers and staff members will contribute to the process of developing desirable attitudes toward the undertaking, the administrator must assume responsibility for securing the cooperation of all staff members.

The administrator is responsible for the establishment and maintenance of an adequate cumulative record on each pupil. The administrator needs to evaluate and revise the curriculum to fit the needs of the students. In addition, he should be partly responsible for informing the parents and the community of guidance activities.

Role of the counselor. The school counselor is not discovered suddenly, already trained and personally prepared for his role in education; rather, he emerges as a well-qualified person as the result of careful selection and sound preparation for counseling.

The effective school counselor has five basic qualities that are particularly important:

1. Belief in the worth inherent in each individual, in his capacity for change, and in his ability to develop under conditions that are favorable for him.
2. Commitment to human values.
3. Alertness to the world.



4. Open-mindedness.
5. Talent to communicate.<sup>1</sup>

The individual who accepts the role of counselor in the guidance program may have many different titles. In some schools he may be known as the dean, or the director of guidance, whereas in other schools he may be known as counselor or vice-principal. Whatever his title, he is primarily responsible for the counseling of pupils and providing effective leadership and administration to the guidance program. Such responsibilities assume that he has been trained and prepared to perform these with effectiveness.<sup>2</sup>

The importance of counseling in a program of guidance services cannot be underestimated; and, by the same token, the role of the counselor is one of major importance to the total program.

Although the primary responsibility of the counselor is counseling this does not mean he will actually counsel pupils. He will spend a great deal of time training teachers to perform counseling within their own classrooms.<sup>3</sup>

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<sup>1</sup>American Personnel and Guidance Association, "A Statement of Policy--Standards for the Preparation of School Counselors," The Personnel and Guidance Journal XL:IV (December, 1961), p. 402.

<sup>2</sup>Willey and Andrew, op. cit., p. 45.

<sup>3</sup>Raymond N. Hatch, and Buford Stefflre, Administration of Guidance Services (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958), p. 163.

The major concern of the counselor should be the supervision of the entire guidance program. In this capacity he should provide the leadership necessary for the development of a guidance program and the coordination of the school and the community.

Inasmuch as the need for counseling begins early in life, it is imperative that the counseling function is initiated in the elementary school. Many of the duties of the elementary school counselors are similar to those of the secondary school person. However, the emphasis upon the services differs according to age and level of maturity of the pupil being helped.<sup>1</sup>

The competent counselor is able to work effectively with pupils on their individual problem and, at the same time, aid the administrators and teachers in their understanding of pupil needs. The counselor provides the technical leadership needed to effect constructive guidance procedures. He then assumes the two-fold role of counseling with the students along with offering consultive services to other professional people involved.<sup>2</sup>

The counselor should be responsible for the gathering of information about each pupil. In this capacity he will supervise the school's testing program and be responsible for individual tests. He will encourage teachers to

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<sup>1</sup>Willey and Andrew, op. cit., p. 37.

<sup>2</sup>Roeber, Smith, and Erickson, op. cit., p. 30.

introduce various guidance techniques in the classroom in order to assemble more information about the pupils. The development of efficient methods of recording information about the children and means of disseminating this material to teachers is important. Significant data should be made available to those who effectively use it.

The counselor is a resource person for parents, administrators, and teachers. However, he should not create the impression that he knows all the answers. The counselor should be responsible for the collecting, filing, and disseminating of up-to-date occupational, educational, and personal information.<sup>1</sup>

The counselor might want to offer a system of placement to assist graduates, drop-outs, or part-time students in finding employment in accordance with their interests, needs, and abilities. The service of placement should be broad enough to include assistance to pupils in their next step of training.

Most counselors will supervise various group undertakings, consult with parents, and act as public relations agents for the community about the guidance services.

He should be the administrator for a general research program involving follow-up studies of both drop-outs and

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<sup>1</sup>Ibid.

graduates in order to provide information to pupils in solving their present problems and in planning for their future.<sup>1</sup>

Nearly everyone is anxious to receive some recognition for a job well done. It seems obvious that faculty members who have the ability to speak of the school program and those who contribute to magazines, periodicals, and books, as well as those who offer pertinent suggestions for improving the school, should be given recognition for their efforts. Talks might well be given by staff members who have actually worked with the problems the administrators discuss at their appearances before various community organizations. Faculty members may be stimulated by giving them deserved recognition for their contributions to the development of the school program.<sup>2</sup>

The counselor should assist the administration with any changes contemplated to the curriculum. He should acquaint himself with the individual inventories of all pupils, community resources, and referral possibilities within the school. He assists teachers in discovering individual differences among pupils and in meeting these individual needs.

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<sup>1</sup>Ibid.

<sup>2</sup>Clifford E. Erickson, A Basic Text for Guidance Workers (New York: Prentice-Hall, Inc., 1947), p. 408.

He works and cooperates with employers, community agencies, and organizations interested in the welfare of pupils.

Much has been written describing the work and characteristics of the counselor. In general, most writers consider the following as desirable characteristics of counselors:

(1) Genuine interest in pupils and desire to assist pupils, (2) ability to work with other staff members, (3) effective interviewing techniques, (4) where to find occupational, educational, and social information and how to use the materials with the counselees, (5) understanding of human behavior, (6) well adjusted personally, (7) ability to work with administrators, and (8) ability to use school and community resources.<sup>1</sup>

Role of the teacher. Every teacher has an important role to play in the guidance program. The teacher has been contributing to guidance, but he must become more conscious of his specific functions and the relationship of his duties to the total guidance program.<sup>2</sup>

The individual who counsels all pupils desiring the services offered by the guidance program needs specialized training for proper counseling. This point of view in no way minimizes the importance of the teacher in the guidance program.

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<sup>1</sup>Hatch and Stefflre, op. cit., p. 164.

<sup>2</sup>Willey and Andrew, op. cit., p. 41.

The teacher cooperates with the school's administrators and counselor in carrying out those policies which are considered essential to the proper development of guidance services. They provide a psychological climate conducive to the fullest development of each pupil. They integrate occupational and educational information into their respective subjects. They study pupils in order to learn and record pertinent facts about their interests, aptitudes, behavior patterns, goals, values, and family background.<sup>1</sup>

Because of his daily contact with the students, the classroom teacher is one of the most important links in the counseling program. Following are some of the specific functions which the teacher is able to perform:

1. Take part in group guidance programs designed to develop interest and confidence in the counseling interview.
2. Participate in parent-teacher conferences.
3. Supply information for the cumulative record.
4. Spot educational difficulties.
5. Look for physical disabilities.
6. Discover interests and aptitudes.
7. Make referrals to the counselor.
8. Participate in follow-up procedures.
9. Confer with individual students.<sup>2</sup>

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<sup>1</sup>Roeber, Smith, and Erickson, op. cit., p. 31.

<sup>2</sup>Wray D. Silvey and others, Organizing the Guidance Services in Secondary Schools (Lake Mills, Iowa: Graphic Publishing Co., 1960), p. 13.

Instruction and guidance cannot be separated nor can experience and development. The skillful teacher who carefully selects and directs the individual's experiences provides for the continuous adjustment of most pupils. This is the most desirable form of guidance. The teacher is in continuous contact with the child and as a result is in a favorable position for affecting his behavior. The most important person in the guidance program from an operational standpoint is and always has been the classroom teacher.<sup>1</sup>

Froehlich stated:

The major responsibilities of each teacher are considered to fall in three areas: (1) in the area of the individual inventory, (2) in the phase of occupational information, and (3) in the field of counseling.<sup>2</sup>

The classroom teacher has a primary responsibility for the instructional function. To be effective, the teacher has to maintain a close-working relationship with the pupils. Good teaching can result from an effective program of guidance services. A program of guidance services will only come about as the teaching staff provides a healthy emotional climate, contributes where

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<sup>1</sup>Willey and Andrew, loc. cit.

<sup>2</sup>Clifford P. Froehlich, Guidance Services in Schools (New York: McGraw-Hill Book Company, Inc., 1950), p. 61.

possible to the guidance services, and understands the significance of information that is given out by the counselor.

Most functions given are slanted toward secondary teachers yet they also apply to elementary teacher. In the past the school has relied upon the elementary teachers, who are usually in a better position than the secondary school counselor to do so, to deal with the adjustment problems of elementary school children. Elementary teachers, using the secondary school counselor or the elementary school principal as a consultant, have performed the equivalent of the secondary school counseling function for elementary school children.

A recognition of the importance of the teacher in the guidance program will do much to increase the participation of all teachers. Constant recognition of their efforts, plus added services to assist them with improved instruction, will increase the level of participation.<sup>1</sup>

Role of the teacher-counselor. Inasmuch as the teacher-counselor also has daily contact with many students, he performs duties much the same as those of the classroom

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<sup>1</sup>Hatch and Stefflre, loc. cit.



teacher. In addition to these functions, however, he works from one to three hours each day as counselor.

In his capacity as counselor he may serve in the following ways:

1. Maintain the occupational and educational information files.
2. Interpret analytical tools and measures.
3. Assist teachers in the planning of orientation and group guidance programs.
4. Assist with evaluative procedures for determining school program efficiency.
5. Assist teachers in their guidance functions.
6. Prepare case studies.
7. Maintain cumulative record files.
8. Synthesize collected information.
9. Counsel individual students and make referrals to the counselor or through him to other agencies.<sup>1</sup>

The teacher-counselor staff must be carefully selected in terms of training, experience, and natural ability. They should be given every possible administrative assistance in terms of adequate equipment and supplies, and above all, time.

McDaniel has analyzed the role of the teacher-counselor in the following manner:

The teacher's dual role may create problems in the counseling relationship; a pupil who has been a disruptive influence in his English class, for example, may find that his counselor--who is also his English instructor--is not completely objective and impersonal in her assessment of his problems.<sup>2</sup>

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<sup>1</sup>Silvey, loc. cit.

<sup>2</sup>Henry B. McDaniel, Guidance in the Modern School (New York: The Dryden Press, 1956), p. 75.

Some writers have tried to distinguish the counselor from the teacher-counselor on the basis of time assigned to counseling. Hatch and Stefflre have stated that:

This seems quite unrealistic, for if counseling is to be done by a trained counselor the amount of counseling time has no bearing on the quality of the service. The competency of the counselor dictates the title, which results in counseling being done by a counselor, either full or part-time.<sup>1</sup>

Role of the librarian. If a guidance program is to be really effective, information must flow from the administrator and the guidance director to the teachers and counselors who are actually carrying out the program. These workers need reliable data about pupils, suggestions for handling special problems or types of pupils, results of surveys, and other information to lead to better understanding of or handling the problems of the pupils. The librarian can see that these things get to the right people. If the job of disseminating information is well done, the job of the guidance staff is made easier.<sup>2</sup>

Without the cooperation of the librarian, it is very difficult to disseminate materials effectively. In order

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<sup>1</sup>Raymond N. Hatch, and Buford Stefflre, Administration of Guidance Services (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958), p. 165.

<sup>2</sup>Froehlich (1950) op. cit.

to increase pupil awareness of guidance, many librarians have established guidance libraries, browsing tables, and special reading rooms devoted to stimulating information.

Role of health service personnel. The health personnel usually include a physician, a psychologist, a dentist, and a school nurse.

The duties of the physician should include periodic physical examinations of all pupils. The trend is in fewer and more thorough examinations, often given in the presence of the parent, and much more concern that teachers and parents understand the implications of the results of the examination. In addition, the physician should be available as a consultant for all problems pertaining to the physical health of the pupils.

The school should maintain a relationship with a competent dentist whereby periodical dental examinations may be given all children in school. Some schools require that the student has a dental examination before the beginning of each school year.

The school nurse can make a valuable contribution to the guidance program as well as to the total school situation. The trend is away from using the nurse merely for routine examinations to readmit pupils who have been absent

with illness and toward utilizing her specialized knowledge and skills more effectively.<sup>1</sup> The nurse is responsible for determining the physical fitness of each pupil for school work. She will work with the school physician and dentist toward the control and prevention of diseases and emergency medical care. She recommends changes in the pupil's program in the light of his physical condition.<sup>2</sup>

The nurse is important in many cases where being accepted in the home is necessary. She is frequently accepted more readily than other school workers.

The nurse will need to work closely with the counselor in building up health data in the inventory service. A primary guidance function, health counseling for pupils and parents, is given major emphasis in a vast majority of public schools. Nursing functions in the area of health guidance which are being performed on the average as frequently as once a month are: (1) instructing teachers on methods of handling specific health problems relating to an individual child's condition, (2) counseling pupils on

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<sup>1</sup>Hatch and Stefflre, op. cit., p. 99.

<sup>2</sup>Willey and Andrew, op. cit., p. 50.

personal health problems, and group conferences with faculty or staff personnel concerning current health problems, including prevention and control of disease, (3) assisting teachers in motivating pupils to acquire healthful habits and to secure health guidance, and (4) counseling faculty members on home situation of pupils which affect their adjustment.<sup>1</sup>

In many instances the duties of a school psychologist would apparently be similar to that of the counselor. Despite some similarity, the psychologist is usually working with a district or county unit rather than one school. His background and training is oriented toward the "a typical" child whereas the counselor's orientation is towards the "normal" individual. Important public school needs for psychological service are in remedial work in reading, arithmetic, and speech. The school psychologist has the responsibility to identify atypical cases and provide for their assistance through clinics, remedial classes, and suggestions to classroom teachers.

A pupil's emotional difficulties may be so serious and so deep-rooted that school guidance personnel are unable to cope with the problem. An increasing number of school

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<sup>1</sup>Ruth A. Klein, "The School Nurse as a Guidance Functionary," The Personnel and Guidance Journal, XXXVIII:IV (December, 1959), p. 321.

districts are becoming aware that the skills of the school psychologist are needed if children are to receive maximum benefit from their school experiences.

## CHAPTER III

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

The purpose of this study was (1) to present a proposed orientation program in guidance and counseling for secondary school administrators and faculty members, Creston, Iowa, and (2) to develop a greater understanding of and insight into the total guidance and counseling program.

The emphasis in the study was given to three areas: (1) the topics to be covered, (2) methods and devices used to initiate the orientation program, and (3) duties and responsibilities of the personnel involved.

The study was conducted by library reading and research in order to select information which would be suitable material to incorporate into this study. The reading was done in the areas of guidance and counseling, orientation, and in-service education.

Discussions with the writer's advisor and other authorities in the field of guidance and counseling were held. Discussions and interviews were also held with guidance directors and counselors who have been working in schools of comparable size to the secondary schools of Creston, Iowa.

The facilities of the Burton R. Jones Junior High School, the Creston Community High School, and the Creston Community College were investigated. The facilities in the above schools were found to be very favorable for the initiation and continuation of a guidance program.

The Creston Board of Education and the Superintendent of Creston Public Schools have given approval and encouragement for a proposed orientation program in guidance and counseling for secondary school administrators and faculty members.

The establishment of an orientation program may be one of the solutions to the problem of establishing effective guidance programs in schools. Teachers must have the knowledge and skills necessary to carry out the guidance functions if they are to be successful. There will be a few teachers who will have the necessary background and training, but most will have had a little training in the field.

An efficient and well-coordinated guidance program comes from the realization that the several services already present in the school lack the organization, unification, and understanding that would make them effective and worthwhile.

The inclusion of the entire staff should be made for other reasons than just the information they can supply.



They form a valuable link between the school and the community and thus assist immensely to help with public relations. If they fully realized and appreciated the value of such a program, they might be able to ward off unjust or unfavorable criticism from the uninformed public.

The topics which could be chosen for an orientation program are almost without limit. The topics discussed in this study were: (1) the individual inventory service, (2) the testing program, (3) the counseling service, (4) the information service, (5) the placement service, and (6) the follow-up service.

The methods and devices used for conducting the orientation program are many and varied. Due to the large selection it is possible to select those methods and devices which best meet the needs and interests of the personnel in the local school system. The methods and devices presented in this study were: (1) faculty meetings, (2) teachers' manuals, (3) teachers' committees, (4) memorandums from counselor, (5) teachers' professional library, (6) experts, (7) workshops, (8) individual teacher-counselor conferences, (9) local, county, state, and national meetings, and (10) evaluation.

Although much of the responsibility for conducting the orientation program belongs to the counselor, other

members of the school staff have certain responsibilities which might well be assigned to them. In this study the following roles were discussed: (1) the role of the administrator, (2) the role of the counselor, (3) the role of the teachers, (4) the role of the teacher-counselor, (5) the role of the librarian, and (6) the role of the health service personnel.

## II. CONCLUSIONS

Many schools still do not have a formal guidance program under way; others are working on ways of improving and expanding their present programs. To develop effective guidance programs, or to expand their present programs, schools need concrete help.

There is no one "ideal" guidance program. No program should be superimposed on any community. The right program for any school system grows out of the needs of the students and the enthusiasms arising from the ability and training of the staff.

There can be no exact blueprint for a guidance program. It should be planned and built in terms of the facilities of the individual school and the amount and kind of guidance needed in the school. This will depend upon the number of trained persons on the staff and the amount and

quality of training that each has had.

A new decade has presented new challenges to the area of guidance, as well as to the entire educational program. If the needs of students and of society are to be dealt with effectively in the future, the school must assume a leadership role.

Based on the assumption that the world is becoming an increasingly complex place to live, cooperation and teamwork seem to have become imperative for continued survival and progress.

Guidance is a shared responsibility; therefore, it is necessary to obtain the cooperation and assistance of every staff member if the guidance program is to be effective. The most effective practices are usually those developed through the cooperative efforts of the people who are to implement them in the program.

There will be a few teachers who will have the necessary background and training in guidance but most will have had little training in the field.

The guidance program must be continuous rather than spasmodic, and that program must be constantly evaluated.

### III. RECOMMENDATIONS

Further research is needed to determine whether the

topics suggested for discussion in this study are among the most important topics which might be treated.

The methods and devices suggested here for initiating an orientation program in the secondary schools of Creston, Iowa, need to be placed into actual operation and evaluated in terms of the results obtained.

Since an orientation program in guidance and counseling as a formal procedure is relatively new, the procedures set forth in this study will need to be constantly revised to fit newer recommended policies and procedures as they are presented.

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